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ABSTRACT

Asserting that America's senior citizens make up the largest untapped source of talent that can be utilized to assist the schools, this booklet proceeds to provide practical guidelines for recruiting and using older volunteers. The document opens with an exploration of the range of roles older volunteers can fill, then considers the process of assessing school needs for volunteer assistance. Strategies for recruiting senior citizens and techniques for interviewing, placing, orienting, and training them are suggested. Examples drawn from the experiences of successful programs illustrate the practicability of the recommendations. Methods for obtaining support for programs and for meeting special problems are also included. Appendices present sample forms and public service announcements and the outline of a procedure for orienting volunteers. (PGD)

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Guidelines for Involving

OLDER SCHOOL VOLUNTEERS

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FOREWORD

These *Guidelines for Involving Older School Volunteers* are a means of sharing the experiences of school volunteer programs in seven cities which have pioneered in promoting participation of older adults as school volunteers.

School volunteer programs in Boston, New York, Miami, St. Louis, Houston, Los Angeles and Seattle received funds for this project from the Edna McConnell Clark Foundation. Their experiences in recruiting, training and enjoying older school volunteers are the basis of these *Guidelines*.

The National School Volunteer Program is grateful to Merrell Clark, formerly of the Clark Foundation, for the leadership, inspiration and resources which created the Older School Volunteer Network and resulted in development of THE OLDER SCHOOL VOLUNTEER KIT, of which these *Guidelines* are a part.

NSVP owes thanks, too, to these directors of school volunteer programs for their assistance:

JUNE BAEHR, Coordinator of Volunteers Services, St. Louis Board of Education
ISABEL BESECKER, Director of School Volunteers for Boston
SARAH DAVIS, Director of Volunteer and Tutorial Programs, Los Angeles City Unified School District
AUDREY JACKSON, Coordinator of the School Volunteer Program of Greater Miami
MILDRED JONES, Director, School Volunteer Program, City of New York
JEAN DAVIS MYERS, Director of Volunteers in Public Schools, Houston Independent School District
GAIL VITEK, Coordinator of Volunteer Services, Seattle Public Schools

Dorothy Mulligan of the NSVP staff deserves credit for reducing the pages of local experiences from each city to this manual, which is a first of its kind.

APRIL 1978

JOHN W. ALDEN
Executive Director

Contents

Older School Volunteers:
a boundless resource 1

What older school volunteers do 6

Conducting a needs assessment 10

The principal's role 10

Strategies for recruiting 11

Where to recruit 17

Interviewing and placement 20

Orientation and training 23

Support for volunteers 26

Special problems 30

APPENDIX A: Seattle Needs Assessment forms 32

APPENDIX B: Public service announcements (Houston, Miami). 33

APPENDIX C: A simple interview form 34

APPENDIX D: New York City interview form 35

APPENDIX E: Sample reference letter 38

APPENDIX F: Outline of orientation for school volunteers . 39

For information on other publications and multi-media materials available through the National School Volunteer Program, Inc., write NSVP, Department OSV, 300 N. Washington Street, Alexandria, Va. 22314.

Older School Volunteers: a boundless resource

A generation ago the term school volunteer meant *parent* volunteer, and the roles of these volunteers were limited. Most elementary schools welcomed parents as chaperones for field trips, room mothers, and to help with book fairs. They welcomed them at school to shelve and process books, run off dittos, collect money for photographs, and weigh and measure children. School volunteers were virtually non-existent in junior and senior high schools.

School volunteers now come from many sources and provide a wide range of services for many schools, even at the secondary level.

What has brought about this change?

Educators are increasingly concerned about providing more individualization of instruction. Teachers have been trained to use paid paraprofessionals to relieve them of non-teaching tasks and to assist with instruction. School budgets have risen dramatically in the face of declining enrollments. Gradually the public is accepting the premise that *all* children, including those who are handicapped or gifted, should be educated to the limits of their capability, and legislation is mandating provision of services for them, including smaller class sizes and the inclusion of parents in planning for each child's education.

Employers and other segments of the community are aware that they have a stake in schools and a role to play in improving them, because they will employ today's students or help pay the cost of lifetime dependency for those who do not succeed at school.

The nation is concerned about declining test scores, about students' lack of basic skills and ability to function in society, about youth unemployment and delinquency.

An untapped source

While the need for school volunteers has become greater, the supply of parent volunteers has shrunk. Mothers, the major source of traditional school volunteers, are increasingly taking jobs outside the home.

Many teachers and administrators have sought to individualize instruction through peer and cross-age tutoring -- children tutoring children. Some have looked to the community -- to high school and college students who earn academic credit for tutoring. Some have sought help from businesses -- through released time for employees to assist in nearby schools, through technical help with management and funding, and in some cases through business firms "adopting" schools.

But there is a growing realization that the largest untapped source of talent to assist in schools is our growing number of senior citizens. The United States today has more healthy, well-educated, financially independent older adults than all the rest of the world, and this "boundless resource" grows each year. Between 1900 and 1974, the percentage of U. S. population aged 65 and above more than doubled (from 4.1 percent to 10.3 percent) while the number increased about sevenfold (from 3 to 22 million). At present death rates, the older population is expected to increase 40 percent to 31 million by 2000. **

The majority of men and women who retire in their 60's are still vigorous. They are relieved of family responsibilities and are keenly interested in staying active in their communities. They have followed the work ethic all their lives, thus find an endless routine of card playing, golf or television unsatisfying and demeaning.

These people have talents, energy and time -- skills, accumulated knowledge, compassion and years of experience in human relations.

** "Facts about Older Americans," DHEW Administration on Aging

Together they can bring to the classroom first-hand experience in a myriad of careers. They have time to listen to children who are troubled or shy, time to relate to those who don't have much chance to interact with adults.

Older school volunteers, working with teachers who request them, can give children more individualized instruction, especially to slow learners and handicapped children who need more personal help. They give the teachers extra hours to teach. They lend an extra pair of eyes and hands. They bring enrichment opportunities and expand the resources of the school. They help the school to reach out into the community to create better understanding of school problems and to develop support.

> o *One principal noted that "Whenever RSVP (Retired Senior Volunteer Program) volunteers eat in the cafeteria, 95 percent of my cafeteria problems disappear." Another said "I never saw so many wheelchairs, canes and people being helped out of cars as I did at the last school bond election." Cities with high percentages of older residents, such as Miami, find that a high percentage of citizens over 60 turn out to vote.*

Older school volunteers provide role models for children and help them to develop new and positive attitudes toward older people, along with an increased level of respect for the aged.

Today's housing patterns often minimize children's contacts with elderly people. Most instructional roles today are filled by young adults, and the mass media pictures young adulthood as the ideal state of being. Many children live far from their grandparents, thus are denied the attention, values and traditions which in previous generations played an important part in the affective development of young children.

School districts are discovering that the presence of older school volunteers in the classroom has a beneficial effect on attitudes toward learning and on behavior. Attendance improves when older volunteers come to school, and motivation for learning increases.

The older school volunteer benefits, too. Older adults who have led busy and productive lives need to continue to feel that they are needed, that they can contribute to society, that they have opportunity for accomplishment and commendation. They enjoy work which elicits their creativity and sense of responsibility. Older adults have a strong motivation for work which rises from the satisfaction of internal needs for personal growth

Seniors seek involvement

A study done recently for the National Council on the Aging by Louis Harris and Associates found that most older people "have the desire and the potential to be productive, contributing members of our society. They do not want to be 'put on the shelf' and excluded from social and economic activities."** Seventy-five percent of people over 65 indicated that they preferred to spend their time with all age groups. Twenty-two percent of this age group reported voluntary activity. Among those in this age group who do volunteer work, 9 percent were involved in education (about 40,000). The study suggests that many more older volunteers could be recruited to help in schools, *if they were asked.*

Collectively, older school volunteers can bring to your program many specific and needed skills, for they have experience in many kinds of work.

> o *The retired Executive Vice President of Schlumberger, in Houston, works with the Houston Independent School District's Special Services Department on management and personnel procedures. The retired Director of Visiting Teachers is proposing ways to handle difficult first grade children. Houston volunteers do recruiting, training, orientation and placement. Many of them work from 11 to 25 hours per week.*

Older school volunteers who serve on your advisory board or committee act as advocates for your school volunteer program. Advisory boards are a most important link to the community; membership should include representatives of all the community organizations, school groups, and businesses whose support you need for your program.

Retired writers can prepare feature stories for local newspapers and handle your public relations. Volunteers with management experience can solicit business involvement, seek funding, and improve your program's

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** The Myth and Reality of Aging in America, 1975.

visibility. Older volunteers can conduct orientation sessions, train volunteers, seek solutions to transportation problems. They can help to improve the management of your school volunteer program.

Programs which include older school volunteers bring benefits to:

CHILDREN -- who through regular contact with senior volunteers learn that aging is not synonymous with inactivity, and receive much individual attention which increases achievement and motivation.

SCHOOL STAFF -- who receive much needed support and thus extend the teaching time, enrich the learning environment, and expand the resources of the school.

SCHOOL SYSTEMS -- which obtain services of additional resource people.

OLDER ADULTS -- who by giving find a way to remain involved in community affairs, engage in meaningful service, be committed to a regular schedule of activity, and gain satisfaction in seeing children learn and grow.

THE COMMUNITY -- which gains in understanding and becomes a partner with the schools.

Corporate volunteers

Research by the Conference Board shows that 43 percent of middle-management and executive level retirees do volunteer work after retirement.

Seventy-three percent of these retirees perform volunteer work similar to their pre-retirement activity; 49 percent came to their present volunteer assignments through direct appeal by the volunteer organization itself.

Thus school volunteer programs will benefit by encouraging companies to counsel employees to try volunteer work before they retire.

What older school volunteers do

Like other school volunteers, older school volunteers usually work a minimum of two hours a week, though some work four to five *days* a week! Amount of time depends on interest and other commitments. Some volunteers are assigned to only one teacher, and others prefer to rotate among the various classes in a grade level, working with several teachers.

Among the basic ways school volunteers help in schools are these:

TUTORING: Volunteers work on a one-to-one basis or with small groups, concentrating on specific learning problems in reading or math, as requested by the teacher.

o *Jane Lykins has no children of her own and has never taught, but she is now an invaluable math tutor. She spends 2½ hours a day, twice a week, in 45-minute one-to-one tutoring sessions with three sixth graders. The school is crowded, so Jane and the students sit in a hallway or corner of the auditorium. On nice days, Jane conducts her sessions outdoors. Occasionally Jane meets with all three students. Jane meets each week with her supervising teacher to discuss the students' progress and the materials she uses with them. The teacher feels that Jane's tutoring has contributed significantly to the students' increased levels of achievement in math.*

ENRICHMENT ACTIVITIES: Volunteers who have special skills or talents, such as in music, drama, or crafts, may choose to work with groups of children in their areas of interest.

o *Mary Bowen shares her love of music with two second grade classes. She spends five mornings a week providing a music hour to each of her classes. She checks out records from the library, teaches the children songs, and accompanies them on the piano. Students have drawn pictures and made costumes to illustrate the songs they have learned from Mary.*

CLASSROOM AIDE: Volunteers assist teachers by preparing and organizing class materials, checking tests, completing records, collecting records, collecting papers, distributing materials and working with students in special projects. Others work in the library to help children select books, catalog books, type, read or tell stories, listen to children read stories, tape their stories, help them with audio-visual equipment.

o *Jim Wallace, a retired construction engineer, spends most of each Friday as a fourth grade classroom aide. He grades papers, supervises playground games, organizes and conducts leaf gathering expeditions, and helps children design bulletin boards. Jim has also helped design and build several teaching aids to illustrate several principles of math and science.*

Older school volunteers also have special qualities which can provide additional services for children. These extra services include the following:

CAREER EDUCATION: Older school volunteers have accumulated a lifetime of experience and know-how. People retiring from business and industry depart with top business skills and talents. They share with students direct information about career opportunities, pre-requisites for hiring, what they liked or disliked about their chosen field, and what kind of lifestyle a particular career can offer.

o *The Community Resource Unit in Los Angeles brings people from many different career fields into classrooms each year to talk with children and give demonstrations when possible. Subject matter ranges from marine biology and astronomy to dental hygiene, city government, industry, banking, and the performing arts. In Miami and in other cities, students go out into the community in "shadow" and "mini-apprenticeship" programs to observe workers on the job. Older school volunteers have many ties in the community and can facilitate such programs.*

LIVING HISTORIANS: Older school volunteers in many of the seven cities of the Older School Volunteer Network come to classrooms to be interviewed by students and teachers on their personal experiences during the history they have lived. They do not lecture, but are interviewed; this helps the Living Historian to stay on the students' level. Sometimes entire classes or committees from classes visit retirement groups to interview many senior citizens at one time. Topics range from daily life at the turn of the century to prohibition, the great depression, aspects of World Wars I and II (such as living in London during the bombings), race riots and civil rights marches, the flu epidemic, and early times in the respective cities.

o *Arno Lachmann, 65, talked with Houston school children about his explusion from the University of Berlin Law School in 1933, four weeks before he was to get his law degree. He discussed his life in Hitler's Germany and as a Jewish refugee in Shanghai. Lachmann and his wife came to Houston because they wanted a city "where it's warm." Since becoming a citizen in 1953, he has helped about 3,000 immigrants to become citizens.*

OTHER WAYS: Older school volunteers can help in hundreds of ways, just as other volunteers do. They can

- o *serve on the advisory board of the school volunteer program*
- o *prepare feature stories about contributions of school volunteers*
- o *produce a newsletter to keep school volunteers informed about program activities and events*
- o *help provide transportation for other volunteers*
- o *assist with orientation and training of volunteers*
- o *join or form a speaker's bureau to recruit other school volunteers*
- o *set up a volunteer skills bank to list capabilities of school volunteers*

- make and laminate learning games to reinforce concepts and provide extra drill
- sponsor special interest clubs, such as film-making and animation, puppetry, needlework, carpentry, gardening, rocks and minerals
- display special collections
- accompany choral groups
- provide bilingual assistance to children who are not proficient in English
- give extra conversational practice to students in foreign language classes
- administer make-up tests to students who were absent; review work they missed
- do research for a teacher on a particular topic; help children do research
- prepare learning center or bulletin board to create interest in unit of study
- assist with creative writing projects
- dramatize stories; type stories dictated by children; interview students on tape recorder
- type and reproduce class newspapers
- discuss with children a book they have enjoyed; read book aloud to a group of children
- assist the school counselor
- operate audio-visual equipment; handle film requests; deliver film and filmstrips within the school
- record textbooks for students who need to listen as they read assignments
- talk about current issues -- energy conservation, free markets, inflation
- show slides and films from visits abroad; talk about customs of other cultures
- perform or demonstrate in fine arts
- give love and personal attention to children

Conducting a needs assessment

As in any school volunteer program, it is important to find out what needs your older school volunteers can fill. Volunteer coordinators provide forms for principals and teachers so that those who request older school volunteers may indicate the kind of help and number of volunteers needed.

The questionnaire may also ask who will provide orientation and training for these volunteers, what materials volunteers will use, whether volunteers may eat in the faculty lunchroom, whether they would have to climb stairs to work in that school, and what bus routes can bring volunteers to their assignments.

o *Older school volunteers in Seattle's "Add a Plus to Life" program look through the needs assessment cards returned by principals and teachers to decide which assignments they would like to fill. (See page 32 for samples of Seattle's Needs Assessment forms, which are printed on 4x6" cards, front and back.)*

The principal's role

The principal who wants to encourage an older school volunteer component in his/her school will foster a positive attitude among the school staff toward utilization of older school volunteers, provide in-service training for staff in volunteer utilization and supervision, help staff to identify specific needs, select a qualified volunteer coordinator, define the coordinator's role and tasks, help assign volunteers, provide them with workspace, lounge area and materials, keep records of volunteer activities, and arrange for recognition of such service.

Strategies for recruiting

1. Ask a local newspaper to write a feature story about one or several of your enthusiastic older school volunteers--their contributions to children, teachers, the school and community, as well as how they feel about working at schools.

> o *A New York Times article on March 13, 1977, pictured Muriel McElroy, a retired insurance specialist in her 70's, who has worked for three years with Besnik Lusha, formerly of Albania, who is a ninth grader at Ditmas Junior High School. The article describes the school volunteer program and the benefits tutors bring to students for whom English is a second language.*

> o *The Boston Globe ran two pages of stories November 19, 1977, describing the activities of School Volunteers for Boston and featuring photos and articles of older volunteers at work.*

2. Give local newspapers press releases describing your older school volunteer program and asking for volunteers. Consider running an ad in a local paper. Ask local radio and television stations for public service announcements to recruit older school volunteers. (See page 33 for sample public service announcements used in Houston and Miami to recruit older school volunteers.)

> o *The New York City School Volunteer Program regularly runs ads in New York newspapers and magazines, and sends public service announcements to several radio stations. An older adult volunteer taped a 60-second announcement which was shown on a New York TV station during prime time twice a week for six weeks. This combined mass media appeal resulted in 600 telephone inquiries between January and April.*

3. Your most effective personnel recruiter will be an enthusiastic older school volunteer. Take one with you when you speak to groups. Ask your older school volunteers to talk to their friends about the satisfactions they find in their volunteer work.

o Older school volunteers in Miami taped three television shows, including one in which a classroom situation was recreated, showing volunteers interacting with children.

o In St. Louis, older school volunteers were asked how they first became aware of the Senior Volunteer Program. About two-thirds said they learned about it through church speakers, school principals, social workers and newspaper articles. Twenty-three percent indicated they had heard about it from their friends.

o A survey of VIPS-SENIORS in Houston in 1977 shows that nearly 60 percent (185 of 311) were recruited as the result of one-to-one contact or a group presentation by school volunteer program staff. Sixteen percent (51) joined the program as a result of newspaper articles, and about 9 percent (27) of the older school volunteers were recruited by television public service announcements.

4. Use the Older School Volunteer filmstrip, poster and booklet to recruit. You may want to order extra quantities of the poster and booklet to give to all groups. Create your own flyer, bookmark or other handout. Be sure that all handouts contain the name and phone number of a contact person.

5. Ask department stores and utility companies to insert with their monthly bills a brochure from your school volunteer program asking for older school volunteers. Discuss other ways they can help.

o Burdine's Department Store in Miami designed and printed 100 posters to put in storefront windows in pickup areas for free bus transportation to school assignments. The store also allowed older school volunteers to set up recruitment tables in five of their stores during peak shopping hours. The volunteers passed out brochures and complimentary bookmarks and talked to prospective older volunteers.

6. After your older school volunteers become experienced and knowledgeable about their work, ask some of them to form a speakers' bureau to help recruit other older school volunteers.

> o *Nine senior adults from the Columbia Club in Seattle went as a team to Coe Elementary School to tell youngsters about what life was like when they were young. The club provided a van and a driver. The team spent half an hour with each class, and one class visited the club for lunch and a tour. Teachers were pleased with the children's interest and their behavior during the visit. The principal asked if more older adults could reach more classes. And the nine seniors, who enjoyed their experiences very much, were eager to get back into the schools. The Seattle Volunteer Services Office offered them opportunities to tutor or assist with other enrichment programs, and invited them to talk with other senior adults about becoming school volunteers.*

7. Effective recruitment includes educating the community about who school volunteers are and what they do. Many people still equate school volunteers with *parent* volunteers. They also think that school volunteers only do clerical tasks. Stress in your public relations campaign that older volunteers bring special skills into the school.

> o *In Boston, Mrs. Molly Jackson taught student friends at the Jackson-Mann school how to use sunshine to print leaf designs on greeting cards. Beatrice Sternfield, who regularly works with special needs students (handicapped) at Grew School made classroom presentations on the meaning of Chanukah and Passover at other schools. Priscilla Morrill, TV actress whose roles include Mrs. Lou Grant on the Mary Tyler Moore show, gave a career presentation to Hyde Park High School drama students. Rollin Bailey, a retired photographer for New England Mutual Life Insurance Company, is also a beekeeper. He brought slides and beekeeping equipment to show to biology students at West Roxbury High School. Later he shared a lifelong interest in amateur theatrics by helping drama students to present a melodrama.*

> o *A retired attorney in New York City designed a curriculum to teach the basics of criminal, civil and common law to advanced sixth graders at PS 8X.*

8. Ask a teacher who is eager to have older school volunteers to go with you when you speak to groups of senior citizens. Consider taking along a student who has benefitted by and enjoyed working with an older school volunteer.

> o *In Cedar Rapids, Iowa, two elementary school teachers have recruited their own mothers to help in their classrooms. Mrs. Jack Long offered to help her daughter, Sarah Long, get ready for school at Van Buren Elementary five summers ago and has stayed on ever since to play educational games with children, listen to them read, ask about what they have read, and prepare bulletin boards. Mrs. John Rice helps her daughter, Joanne Dunnick, at Nixon School with a fourth-fifth-sixth grade team. Since last year she has come one day a week to help children with cursive handwriting on a one-to-one basis. She also reads to small groups and does clerical work.*

9. Stress that even though they may not have been in school for many years, older people are qualified for many tasks at school. Point out that training will be given for volunteer assignments which require special techniques or knowledge, and that volunteers' own individual areas of interest and expertise will be considered in placement.

> o *A school secretary was forced into retirement because of her age. For two years she and her husband enjoyed their "freedom" by traveling and doing many things they had always wanted to do. But Mrs. W. maintained her contacts with the teachers at her former elementary school and on one visit she offered to help in the library each Wednesday. She confided to the volunteer coordinator later that Wednesday was the day she really looked forward to most. The coordinator, observing her skill in working with youngsters, asked if she would be interested in training which would teach her to work with beginning readers using the Language Experience Approach (LEA). At first Mrs. W. insisted she was not qualified but she decided to go to the first training session to try it out. She began working with first graders a month later and now gives two full days a week at the school. She also recruited two friends who have completed the LEA training and are at work at schools near their homes.*

10. As you speak to groups and individuals, collect names of potential volunteers. Follow up by phoning each potential volunteer within a week, so that s/he knows participation is really needed and counted on. Begin interviewing, orientation and training as soon as feasible.

11. Don't exclude any groups in your community in your recruiting efforts. If your city has numerous residents who speak another language, consider printing your recruitment posters and brochures in that language as well as in English.

> *o The School Volunteer Program of Greater Miami regularly prints recruitment brochures in both Spanish and English. Each brochure contains a volunteer application form.*

12. Put posters, flyers and bookmarks in local libraries, adult centers, social services department offices, and in other places frequented by older adults. Distribute flyers in shopping centers and supermarkets.

> *o In Los Angeles, Benton and Bowles Advertising Agency volunteered to help prepare ads and posters to put in supermarkets, stores, banks, post offices, libraries, doctors' and dentists' offices, churches, schools, public buildings, apartment houses and older adults' homes. Smaller versions of the poster were printed to insert in regular mailings of businesses, organizations and Social Security mailings.*

13. Seek all free opportunities for publicity--free bus ads, bus bench signs, billboards, etc.

> *o More than half of Boston's new school volunteers last year first learned about the program from transit posters placed in 300 MBTA cars. Cost of printing 300 posters was about $300. Labor charges for installing the posters were subsidized by Metro Transit Advertising. The donated space was worth thousands of dollars.*

> *o More than $75,000 of in-kind contributions were given to Seattle's school volunteer program last year. This included $800 worth of free space in city buses each month for nine months, donated graphics for the signs, and a 10 percent discount on printing them.*

14. Contact public officials and key community leaders to make them aware of your retirement drive for older school volunteers.

> o *In Los Angeles, Mayor Tom Bradley has been very helpful to the DOVES program (Dedicated Older Volunteers in Educational Services), endorsing it and helping to secure funds. Mrs. Bradley has been honorary chairperson of the program for four years and helps to promote DOVES in many ways. Each of the 15 City Council members has a representative on the School Volunteer Executive Committee and each prints articles in his/her district newsletter about various school volunteer activities. In August 1977 the City Council voted to give DOVES $10,000 and pledged to help seek federal funds for the program.*

15. Point out that many different types of help are needed. Some older volunteers may only want to work in the library, clinic, office and art room. Others may want to help on the playground or with vocal or instrumental music. Some may want to share hobbies or career information. Some will be eager to work with individual children in learning situations.

16. Don't overlook older adults who may need support such as bus fare or transportation, or those who can help only at home or at senior centers. Some citizens who are disabled or confined to their homes may want to help by creating learning materials such as games and puppets.

> o *The Hobby Club of the United Teachers of Dade Towers in Miami, composed mostly of retired teachers, made more than 300 puppets one year with fabric, buttons and trims donated by merchants. Puppets were used in classrooms to test reading comprehension, to help teach English to non-English speaking children, and to entice shy children to express themselves. Other senior volunteers working at a senior center made "skinny books" by removing single stories from discarded basal readers and placing them in covers which are titled, illustrated and coded by level of reading difficulty.*

Where to recruit

1. Arrange to speak to community organizations and service clubs -- the Rotary, Kiwanis, Lions, Masons, veteran's groups, the League of Women Voters, the American Association of University Women, the Junior League, garden clubs, church groups, in synagogues, in housing developments and senior apartment complexes and condominiums. Place an appeal for volunteers in the newsletters of these groups. Leave flyers and posters with your program's phone number. Arrange to come back a second time (if requested) to talk with prospective volunteers.

> o *A key couple was appointed in a low-cost high-rise housing unit in Seattle to help find volunteers to fill specific requests at a nearby school.*
>
> o *A school volunteer coordinator spoke at a retirement home, appealing for volunteers for a nearby elementary school, but got no response at all. Undaunted, she asked the crafts coordinator at the home to organize two workshops at which residents would make and laminate educational games for use at the school. The workshops, held in the home's crafts room, were so successful that residents asked to learn how to play the games and were then willing to come to school to play them with children who needed extra drill with multiplication tables, reading skills and spelling words.*

2. Go to senior citizen groups which are active in your community. Many older school volunteers have been recruited by the Retired Senior Volunteer Program (RSVP), one of the three Older Americans Volunteer Programs funded by ACTION. Some communities have active chapters of the American Association of Retired Persons (AARP) and the National Retired Teacher's Association (NRTA). Ask to speak at their meetings or meet with their boards. Stress the benefits of collaborative action.

o A staff member of School Volunteers for Boston has served on the RSVP Advisory Board for five years. In 1976-77, Dr. John O'Loughlin, a member of SVB's Intergenerational Staff, served as chairman of the RSVP Advisory Board. The RSVP director is regularly invited to participate in workshops for SVB staff. An RSVP staff member belongs to the Commission for Participation of Senior Citizens in Boston Public Schools, the advisory committee to support SVB's intergenerational program. These links have helped to effect cooperative activity and to prevent duplication of effort.

o RSVP volunteers work in every elementary school in Livingston County, Mo. RSVP Director Ruth Seiberling took samples of learning games made and laminated by RSVP volunteers to show teachers during in-service days in August. Teachers placed orders for games they wanted -- variations of bingo, dominoes, rummy and tic tac toe which drill number facts and phonics rules. RSVP volunteers now play the games with students who need extra drill.

3. Visit the Voluntary Action Center (VAC) or Volunteer Bureau in your community, the Red Cross, the retired faculty organization at a nearby university or community college, the mayor's staff or social services department, the YWCA and YMCA, civic and fraternal associations and unions.

4. Don't overlook your PTA and PTO. Nearly every community has grandparents and retirees, and your parents can help to find them.

o A Seattle Parent-Teacher-Student Association selected a chairperson for older school volunteers to work with the regular volunteer chairperson.

5. Talk with the local Chamber of Commerce about ways to reach retirees of local firms and employees who are about to retire. Visit personnel officers of the larger businesses and industries to discuss the ways their retirees can continue to "work" for the company through voluntary action. Arrange to speak at a company luncheon or dinner honoring retirees. Show the Older School Volunteer filmstrip. Place an appeal for volunteers in company newsletters and in pay envelopes. Ask if the company will give released time (perhaps two hours a week) to employees who are willing to tutor in schools near their places of employment.

o In Seattle, the Chamber of Commerce has formally endorsed the school volunteer program and serves as a business-school liaison. The Chamber mailed 2,500 letters to top business executives encouraging them to actively promote company involvement in the schools. Honeywell, Rainier Bank and Seafirst Bank are adopting local schools.

o Recently retired employees of the Equitable Life Assurance Company in New York City are trained in the company building by staff members of the New York City School Volunteer Program to become reading volunteers. The company mini-bus takes these trained Equitable retirees twice a week to PS-144 in Harlem where they serve as tutors, role models and friends to children who accept them with affection. Similar groups of retirees serve in other New York City schools. These include Chemical Bank, Manufacturers' Hanover Trust, Metropolitan Life Insurance, New York Life Insurance, Bloomingdale's and Gimbel's.

o Houston's VIPS-SENIORS (Volunteers in Public Schools) brochures are now included in the retirement packets of seven large corporations. Foley's Department Store mailed the brochures and a letter from the company vice president to its retirees, asking them to consider becoming school volunteers. IBM in Houston has adopted schools for the past five years. Shell Oil has provided employees to tutor in math and English at two high schools. Exxon U.S.A. has given funds, technical advice and direction for many Houston school volunteer projects, including a film for VIPS.

o In Boston, employees of New England Mutual Life and Prudential Life serve as tutors, classroom assistants and enrichment volunteers. Employees of Shawmut Bank tutor high school students in algebra and reading, and have developed a program in the use of computers to tie in with the students' courses. Blue Cross/Blue Shield of Boston helps the schools sponsor a citywide Health Services Career Day each year. Nearly 40 federal HEW employees volunteer in Boston schools, many of them in career education programs.

Interviewing and Placement

Successful school volunteer programs use proven personnel techniques: job descriptions, interviews, and carefully considered placement.

The job description should include skills needed, an outline of specific duties, time and place of work, personality requirements, and person to call for help.

Interviews are usually conducted by a staff member of the school volunteer program, by the school's volunteer coordinator, or by the principal. An older school volunteer who is trained to conduct interviews may be the best person to interview other retirees and senior citizens for school volunteer placement.

Interviewers should be trained to use the interview form so that they are sensitive to the possibility that a potential volunteer might feel threatened by a question such as level of education. Questions about volunteer activity and membership in organizations help the interviewer to assess the volunteer's social involvement. Questions about skills and previous occupations help in placement.

Some older school volunteers prefer to work in one-to-one tutoring situations in the higher grades rather than serving in younger grades where a volunteer might assist the teacher with a whole classroom of lively children.

o *New York City School Volunteer Program staff members report that in general, older school volunteer candidates are as qualified as other age groups. Age had little to do with rate of acceptability. The retention rate of older adults is higher than for other groups.*

Some programs prefer to interview prospective volunteers before orientation; some do it afterwards.

The goal of the interview is to match the needs of the volunteer with an assignment in your program. You want to tell your prospective older school volunteer about the various opportunities for service, including the training which is available for some types of volunteer work. You want to elicit from the volunteer information about his/her background, skills, abilities, interests and goals. You want to learn about time availability, transportation arrangements, and limitations.

A simple interview form may be used (see one on page 34) or you may prefer a more comprehensive questionnaire such as that used in New York City's school volunteer program (pages 35-37). The New York City form obtains information needed to judge the applicant's suitability as a school volunteer and secures it in computer-retrievable form so that a statistical profile can be drawn of the entire group of persons who apply.

Placement takes into consideration both the needs of the school and of the volunteer. "Good volunteer placement is easy in terms of time demand but slightly challenging in terms of content, so his reach must slightly exceed his grasp. Great satisfaction comes from accomplishing something we didn't know we could do until we tried." **

Volunteers who are well placed remain on the job because they feel they are making a useful contribution and they gain personal satisfaction from their work. Placements which use the older volunteer's special expertise may take more time than do those in traditional roles, such as tutoring, but their potential for positive change is worth the extra effort.

If the interviewer and the prospective volunteer can't decide on an appropriate assignment during the interview, you might suggest an observation or trial period. Then schedule a follow-up meeting in a few weeks to re-evaluate the situation. If the volunteer assignment will not begin

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** "Volunteers Today" by Harriet H. Naylor

for a few weeks, suggest an alternative task for the interim period. Never leave a volunteer in a position where s/he is not completely satisfied, or the program will lose a prospective volunteer as well as a link to the community.

Not every prospective volunteer can be placed, but there should be few outright refusals of offered volunteer help. When placement in a school program seems unsuitable, you may be able to refer the volunteer to another agency which can better utilize the individual's skills.

o *The Houston older school volunteer program staff reports that senior citizens tend to screen themselves out. "The senile have not really volunteered--only expressed interest, with reservations."*

o *The Los Angeles school volunteer program requires two references for each volunteer, one from a doctor and one from an individual who is not related. A form letter requesting a reference is included on page 38.*

Overwhelmingly favorable

"The senior volunteers we have in the schools....have brought overwhelmingly favorable comments from the teachers. The extra wisdom and patience probably do it. They are enthusiastic and skillful, too. Or it may be that those volunteer hours mean more to the senior citizen. Our experience has shown them to be extremely reliable and eager to contribute to the children's learning. Many consider it a second career. They have shown less generation gap with the children than do the middle-aged. They tend to be direct and the students love that."

-- from an evaluation of Houston's older school volunteer program

Orientation and training

Orientation for older school volunteers is essentially the same as for other school volunteers, except that staff members make sure that older volunteers get a more thorough orientation to buildings and are introduced to the principal and all key staff people. The building orientation includes explanation of where to sign in and out, eat lunch, park cars, hang coats, have a cup of coffee, make a phone call, relax. Be sure to explain health regulations. Most programs require x-rays or tuberculin skin tests, but frequency of such tests varies from one state to another.

An outline for an orientation session is included on pages 39 and 40.

o Orientation for older school volunteers in Seattle includes a discussion of "Your first day" which helps to allay apprehensions or uncertainties. A humorous skit presented by Volunteer Services staff members stresses the importance of communication between volunteer and staff. General orientations are given each month, with the location rotating to different sections of the city.

o *In Houston, all regular service volunteers get orientation to policies, procedures and the building where they will serve at a meeting with the principal and either a school-level volunteer coordinator or a staff person from VIPS-SENIORS. A VIPS-SENIOR Handbook was designed for the older school volunteer and is given to each at this time. Living Historians and speakers, who go to one school and then another, are always accompanied by school staff and do not require this orientation. Prior to their appearances, they discuss with the teacher the format, material to be covered, length of presentation, where to report, and other details.*

o *The DOVES program in Los Angeles has developed a "portable" orientation program which it can take to schools. The DOVES staff requests that five or more volunteers be recruited for each presentation by its portable orientation unit.*

Training prepares the older school volunteer for a specific task or responsibility and gives the volunteer an opportunity to develop a specific skill. Training may be done in the local school by a reading or math teacher, or at district-wide training sessions conducted by a staff member of the school volunteer program, an older school volunteer who has become a trainer, by school subject matter specialists or experts from nearby colleges and universities. Older school volunteers are always trained in the same sessions with volunteers of other ages.

Training is usually given to all volunteers who will become math or reading tutors. Training includes general principles of working with children of this age as well as content skills.

o *Older volunteers in Houston are trained along with younger VIPS at eight fall and winter sessions. Two are district-wide trainings and six are regional. Volunteers who start between sessions, who cannot get to a training, or who do specialized volunteering for which there is no training, receive on-the-job training from the teacher.*

Support for volunteers

Whether your older school volunteers remain on the job for an extended period depends on the support and the rewards they receive. Older school volunteers are motivated individuals who want to feel that their service has meaning. Some will be rewarded by leadership responsibilities; they will become trainers or interviewers, do recruiting for your older school volunteer program or handle its public relations. Some will get satisfaction from working with small groups of children or on a one-to-one basis in the instructional program. Others will be content to do routine jobs. But no volunteer wants to be placed in an assignment and then be forgotten or taken for granted.

Support takes many forms. It includes frequent get-togethers for volunteers at a school and among volunteers in the district, so they can share ideas, experiences and mutual concerns.

Good communication between the volunteer and the teacher s/he works with is vital, and should include a regular time to talk together when children are not present. Volunteers must feel that their help is needed and planned for, their time well used. They need to know what specific help each child needs from them, and about the progress each child is making.

Support also includes continuing contact with staff members of the school volunteer program and a public relations effort to increase community awareness of the contributions of older school volunteers.

> o *Older school volunteers in Houston get support from the school-level volunteer coordinator, teachers, and principal. Members of the VIPS-SENIORS staff call the volunteers to follow up on placement and satisfaction on the job. Older volunteers are surveyed periodically and are especially welcomed at all large gatherings for the extra support which they give to Houston schools.*

Volunteers who get identification name tags and are asked to sign in and out and keep track of their hours feel that they have a legitimate status in the school. They should also have a special lounge or workroom, if possible, and a volunteer bulletin board with news about them and information for them.

Including older volunteers in planning and decision-making for volunteer programs communicates appropriate regard for their intelligence and expertise.

Many older volunteers look on their school service as a "second career" and enjoy acquiring new skills through the training offered. Some school volunteer programs keep records not only of the number of hours of service given, but also the number of hours of training taken by each volunteer. Some volunteers are eager to get college credit for volunteer work.

> o *Miss Ersilia Strazzulla studied to be a language teacher, but in the middle of the depression was advised to switch to accounting. She spent her entire business career working with figures in New England Telephone's accounting department. When she retired in October 1974, she looked for part-time work, but employers wanted her full time or wouldn't hire her because of her age. One night she heard an appeal for older school volunteers on the radio; next morning she called School Volunteers for Boston to volunteer. For two happy years she tutored Italian-speaking children in English at the James Otis Elementary School. SVB sent Miss Strazzulla to Middlesex Community College for a year to get extra training. She has now switched to East Boston High School which had a great need for bilingual tutors. Her volunteer work has truly become a second career.*

Good staff-volunteer relationships develop when volunteers are asked to attend and participate in staff meetings, and when school staff members are invited to attend and participate in volunteer meetings. School volunteers like to be consulted about their specific assignments and be informed about problems and events which affect them.

Recognition of older school volunteer services should come naturally and often. It should be given with sincerity, publicly as well as privately. Sometimes an informal expression of appreciation motivates school volunteers more than ceremonies or certificates of appreciation.

Every volunteer who performs satisfactorily should receive some form of recognition, based on recorded data. Try to personalize all recognition. Recognition should be related to performance.

> o *The VIPS-SENIORS program in Houston reports that generally, more recognition has been needed for seniors, and that this is usually well done in the elementary schools. The VIPS-SENIORS coordinator notes "Feedback from retired male volunteers in large high schools made us decide there was not enough recognition there, and the staff has endeavored to provide it. These retired males asked for negative as well as positive feedback."*

Volunteers should help to plan and organize formal recognition programs, including decisions about what kind of awards will be given, how many, and the criteria for selecting recipients.

> o *As part of the annual citywide Thank You Seminar and Tea for Seattle volunteers, a professor from the University of Washington school of social work spoke on "Creative Assertiveness in Volunteerism." The superintendent of schools and a school board member thanked volunteers for their great contributions to Seattle school children. High school students demonstrated the school-wide appreciation for the city's volunteers by preparing and serving refreshments.*

> o *In Los Angeles, the Board of Education provides a luncheon for school volunteers at the Hollywood Palladium. Volunteers receive certificates and a small favor. The superintendent and key deputies, most school board members and other school officials attend and offer brief tributes. In addition, the*

mayor or his representative, City Council members and other community leaders attend to recognize the contributions of the volunteers.

Other ways to say thank you to older school volunteers include:

- *Greet them personally by name at every opportunity.*
- *Phone or visit older school volunteers who are unable to participate because of illness or family circumstances; tell them how much they are missed by the children, teachers and other volunteers.*
- *Encourage children to express their appreciation verbally and in writing.*
- *Write letters of commendation citing specific contributions.*
- *Send greeting cards on birthdays, wedding anniversaries or other special occasions.*
- *Arrange for school volunteers to be included in special occasions at the school.*
- *Make special parking arrangements for them whenever possible.*
- *Conduct a volunteer-of-the-month program.*
- *Include stories about older school volunteers in the PTA newsletter.*
- *Include members of volunteers' families in parties or coffees for school volunteers and in school events.*
- *Sponsor an older school volunteer recognition week during which all active older school volunteers wear special ribbons and get extra attention from school staff, students and visiting community leaders.*

- *Provide ideas for feature stories on older school volunteers for your community newspaper.*

- *Help older school volunteers meet or reduce actual monetary costs related to their participation, such as lunches and transportation.*

- *Submit names of outstanding older school volunteers to community, state and national organizations which sponsor recognition events.*

Loss of active school volunteers is one of the most discouraging problems of local school volunteer programs. A high rate of volunteer turnover has a damaging impact on the program. Turnover caused by moves, illness, changes in family situations, employment and such cannot be avoided, but continuing support and recognition can reduce school volunteer turnover and dropouts.

Special Problems

TRANSPORTATION: Most older volunteers have no difficulty arranging transportation if their school is outside their neighborhood, but transportation is a problem for some. Lack of good transportation prevents some from participating and keeps others from volunteering as often as they would like. Some report that the cost of busfare plus lunch is more than their limited incomes will allow. They suggest that more older school volunteers would participate and do so more frequently if out-of-pocket expenses could be reimbursed.

> o *The RSVP in Seattle provides mileage or gives busfare to volunteers over 60 who require it if they volunteer close to their homes. The Seattle school volunteer program plans to use a 24-seat school bus to make two trips four times a week to carry volunteers to schools where volunteer involvement is now limited.*

34

o The Houston program is succeeding in finding transportation from younger volunteers for about half of the older school volunteers who request it.

o Mayor Steve Clark in Miami has sponsored two Metro buses to transport senior citizens from Miami Beach to inner city schools where volunteers are needed. He is enthusiastic about the skills older Americans can bring to classrooms and hopes other mayors will provide such transportation.

LUNCHES: School principals can sometimes offer free lunches to all older school volunteers who are on duty at lunchtime. Sometimes the PTA or the local RSVP can offer to cover the cost.

LIABILITY INSURANCE: Some states have laws which provide the same insurance coverage for volunteers as for teachers and other school employees. Some school districts have secured the same arrangement from their insurance companies. NSVP can supply additional information if this is a problem for your school volunteer program.

TB TESTS: Some school volunteer programs make it easier for older school volunteers to get required tuberculin skin tests by arranging for the community's public health department to do the testing at several schools on different days early in the fall. Volunteers must return a few days later to have the tests read.

APPENDIX A

NEEDS ASSESSMENT FORMS used in Seattle

Front of 4x6" card:

NEEDS ASSESSMENT FOR VOLUNTEERS

School _____ Address _____

Principal _____ Phone _____

Coordinators (Staff or volunteer) _____
Hours school in session _____ Number of pupils _____
Primary ____ Intermediate ____ Junior High ____ High School ____

INDICATE NUMBER OF VOLUNTEERS NOW BEING USED IN THESE CATEGORIES:
Under 55 ___ Over 55 ___ High school ___ College ___ Parents ___
Grandparents ___ Business persons ___ Retired ___ Males ___
How many teachers in your building? _____ No. using volunteers?____
Average number of hours each volunteer gives weekly _____
Could plans be made for after-school or evening tutoring? Y__ N__
Could volunteers prepare material at home for school use? Y__ N__
Do you have any suggestions to make the program more helpful?

_____

_____

OVER

Back of card:

PLEASE INDICATE TYPE AND NUMBER OF VOLUNTEERS YOU DESIRE.

Classroom ___ Reading ___ Math ___ LRC ___ Clerical ____

Nurse ___ Playground ___ Lunchroom ___ English as 2nd lang. ___

Spec. Ed. ___ Visual motor perception ___ Special Sch. Spkrs. ___

Career Ed. ___ Friday Choice ___ Classic Books ___ Enrichmt. ___

Other ___ (Please specify) _____

Is orientation for volunteers given by staff and teacher? Y__N__
Do you provide special place for supplies and coats? Y__N__
Could volunteer eat in lunchroom with faculty? ____ students?____
Are there school materials for volunteers' use? Yes___No___
Is on-the-job training provided? Yes___ No___
Do you have PTSA involvement in programs? Yes___ No___
Do you receive a gift from PTSA? Yes___ No___
Is there opportunity for Teacher-Volunteer communication?
Weekly _____ Bi-monthly _____ Monthly _____
Would a volunteer have to climb stairs to volunteer in your
building? Yes ___ No___ Many? ___ Only a few?___ None?___
Bus routes near__ or at ___ your school: _____

_____

APPENDIX B

PUBLIC SERVICE ANNOUNCEMENTS to recruit older school volunteers

HOUSTON

60-second PSA:

"And when you see the improvement in the children's work, it's just as thrilling as if it's your own child. More so, maybe."

"I give him two hours a week and get a world of satisfaction."

"I wish people would realize what a tremendous joy it is. I'd turn down a luncheon anytime, if it would conflict with my volunteering."

They are all VIPS-SENIORS volunteers...putting their years of knowledge, skills and experience to good use by sharing them with children in our public schools. Your lifetime of experience can enrich a child's education. And you'll have a good time doing it. Spend as much time as you want, in any school you choose -- it's up to you. Whether you're a housewife, retired chemist, engineer, welder or secretary -- regardless of your background -- there's a place for you and someone who needs you.

Call 626-2950 and become a VIPS-SENIORS volunteer. The experience of a lifetime given to our children in schools may turn out to be the experience of your lifetime.

MIAMI

20-second PSA:

Pearl Buck said, *"Would I wish to be young again? No, for I have learned too much to wish to lose it. I am a far more valuable person today than I was 50 years ago, or 40 years ago, of 30, 20 or even 10."*

You can be one by saying "yes" to life. Be a Senior Citizen School Volunteer -- call 371-2491.

APPENDIX C

This simple interview form and the more comprehensive form on the following pages will help you develop one to meet the needs of your school volunteer program.

SIMPLE INTERVIEW FORM

Name of prospective school volunteer _____

Name of interviewer _____

Interest and skills:

_____

_____

Expectations and goals for volunteering:

_____

_____

_____

Volunteer assignment:

School: _____ Contact person: _____

Days: _____ Hours: _____

Duties: _____

_____

Orientation:

Date: _____ Time: _____

Training:

Date: _____ Time: _____

Additional comments:

_____

_____

_____

APPENDIX D

BOARD OF EDUCATION - CITY OF NEW YORK - SCHOOL VOLUNTEER PROGRAM

Applicant Interview

IDENTIFICATION AND CONTACT ID No. _ _ _ _ (1-4)

1. Name _____ Date _____ (5-10)
last first

2. Address _____ MA BK QN BX SI Oth
street city ZIP 1 2 3 4 5 6 (11)

3. Telephone _____ CO. Sch/Dist Sender Oth
home business 1 2 3 4 (12)

4. Interviewed by _____ At _____

5. How did you hear about SVP? _____
1 media publicity 2 SVP volunteer 3 neighborhood organization
4 RSVP 5 employer 6 union 7 other (13)

If employer or union: name _____ (no. _ _) (14-15)

DEMOGRAPHIC ITEMS. I would now like to ask you a few background questions about yourself. This is simply to give us a picture of the volunteers who come to SVP.

6. (BY OBSERVATION) Sex: male female Ethnicity: Wh Hisp Bl Oth DK
1 2 1 2 3 4 5 (16-17)

7. What is your age?_____ (18-19)

8. What is your present marital status? single married separ. divor. widow
1 2 3 4 5 (20)

9. Do you have any children? ___ No If yes: number _____ (21)

10. Are any of them presently attending school? ___ No If yes: number _____ (22)

Where? _____

11. Do you have any grandchildren? ___ No If yes: number _____ (23)

12. What was the last grade you completed in school or college? _____
1 some grade sch. 2 grade sch. 3 some high sch. 4 high sch.
5 post high voc. 6 some college 7 college 8 graduate (24)

If college or graduate: name _____

13. When was that? (Record year) Where was that? _____
_____ 1 NYC 2 other USA 3 outside USA (25-27)

14. Have you taken any adult education courses? 1 Yes 2 No (28)

If yes, specify _____

15. What is or has been your main occupation? _____
1 professional 2 manager, official, prop. 3 clerical, sales
4 craft, tech. 5 operative, laborer 6 service worker
7 student 8 homemaker 9 other (29)

16. Are you presently employed full or part-time, or retired, or what?
1 emp. full-time 2 emp. part-time 3 retired 4 none of these (30)

APPLICANT INTERVIEW - Page Two Name _____

PARTICIPATION. It would be helpful for us to know something about any volunteer work you may have done and about your experience with children.

17. Have you done any volunteer work? 1 Yes 2 No (31)

If yes: What kind of work was that? (Specifics on what, where, when and how long.)

18. Have you had any recent contacts with children? If yes: What kind was that?

0 no 1 own children 2 grandchildren 4 other (SUM CODE) (32)

(Specifics.)

19. About how often do you do this? _____

1 daily 2 few times week 3 weekly 4 monthly 5 less often (33)

20. Have you ever been active in any of the following? Now, or in the past, or never?

	Now	Past	Never	
PTA or parents' group	1	2	3	(34)
Church or religious organization	1	2	3	(35)
Social club or lodge	1	2	3	(36)
Crafts or hobby club	1	2	3	(37)
Any other kind of organization _____	1	2	3	(38)

SKILLS AND PLACEMENT PREFERENCE. I would now like to ask you a few questions about any special skills you may have and about the kind of volunteer service you would like to do in the school.

21. First, are you fluent in any other language? If yes: Which? _____

1 no, English only 2 Spanish 3 Spanish and other 4 other (39)

22. Are you skilled in any of the following areas?

	Yes	No	
Music or dance	1	2	(40)
Art or writing	1	2	(41)
Mathematics	1	2	(42)
Science	1	2	(43)
Health care	1	2	(44)
Athletics	1	2	(45)
Office skills	1	2	(46)
Handicrafts	1	2	(47)
Anything else, including a hobby	1	2	(48)

23. (EXPLAIN ACTIVITY AND GRADE OPTIONS)
Which activity would you prefer? _____

1 reading help 2 conversational English 3 classroom assistant
4 special ed. 5 other 6 no preference (49)

24. Is there a particular grade level you would prefer? _____

1 gr. K-2 2 gr. 3-6 3 jun. high 4 sen. high 5 no preference (50)

AVAILABILITY. In order for us to match your schedule to the school's, it would be helpful for us to know something about the time you have available and about other things which may affect your availability. (EXPLAIN SCHEDULE OPTIONS.)

25. Which two days are you available to serve each week?

1st day: 1 M 2 T 3 W 4 Th 5 F 6 no pref. (__AM __PM __both) (51)
2nd day: 1 M 2 T 3 W 4 Th 5 F 6 no pref. (__AM __PM __both) (52)

40

APPLICANT INTERVIEW - Page Three Name _____

26. Is there anything which might make it difficult for you to follow this schedule regularly, such as family responsibilities or vacations? 1 Yes 2 No (53)
If yes: What is that?

27. Do you have any health condition which may make it difficult for you to work in a school? For example, do you have a hearing or vision problem, or would it be hard for you to climb stairs? 1 Yes 2 No (54)
If yes: What is that?

28. (EXPLAIN LOCATION OPTIONS)
Where in the city would you be able to serve? Own dis. 1 oth. 2 No pref. 3 (55)

29. Which subway and bus lines are you near? _____

30. Which cross streets are you near? _____

31. Is car transportation available to you? 1 Yes 2 No 3 DK (56)
If yes: Would you use your car? 1 Yes 2 No 3 DK (57)

32. Have you had a TB chest X-ray or tuberculin tine test within the past year? (EXPLAIN PROCEDURES) 1 Yes 2 No (58)
(__phys __clinic)

33. References: family physician _____

other _____

34. Person to be notified in emergency (name, relation to applicant, phone number):

_____

****

INTERVIEWER RATINGS AND RECOMMENDATIONS

Area ratings:	Exc.	Good	Avg.	Fair	Poor	
Ability to listen	1	2	3	4	5	(59)
Ability to communicate	1	2	3	4	5	(60)
Appearance	1	2	3	4	5	(61)
Flexibility re placement	1	2	3	4	5	(62)
Leadership potential	1	2	3	4	5	(63)

Overall: 1 highly acceptable 2 acceptable 3 not acceptable (64)

If acceptable: recommendation for

location _____

activity _____

grade level _____

If not acceptable: action taken _____

COMMENTS:

References sent: _____ Training: _____ _____ _____
date place date type

APPENDIX E

REFERENCE FORM LETTER sent by the Los Angeles school volunteer program to references supplied by potential volunteers. Forms were discussed with the applicant, and application authorizes communication with references listed on the application form.

Dear_____:

_____ has applied for volunteer work at this facility. Your name was listed as a reference, and we have been authorized to communicate with you. It will be helpful to receive the following information which will be treated as confidential meterial.

How long have you known the applicant?_____

In your opinion, would this individual be a responsible and reliable participant in our school volunteer program?

_____

_____

Are you aware of any physical or other conditions that might be considered sources of potential difficulty?

_____

_____

Any other comments or information you think might be helpful will be greatly appreciated. Please inform us about specific strengths or weaknesses of which you might be aware.

_____

_____

_____

_____

Thank you for your cooperation.

Yours truly,

_____
(Position)

12

APPENDIX F

ORIENTATION FOR SCHOOL VOLUNTEERS -- School Volunteer Program of Greater Miami

I. Welcome and introduction
   A. Volunteer personnel
   B. School personnel

II. Philosophy of volunteering

III. History, purpose and objectives of the program and its role in the community

IV. Administration
   A. Channels of communication
   B. School policies
      1. Dress and behavior
      2. Health exam requirements
      3. Liability insurance
      4. Fund raising
      5. Discipline
      6. Releasing children to adults
      7. Visitors
      8. Students leaving classroom
      9. Teacher leaving classroom
      10. Books sent home
      11. Notes and letters sent home
      12. Lost and found
      13. Emergency calls during school hours and use of phone
      14. Use of custodial services
      15. Working in child's classroom
      16. Parking
      17. Teachers' lounge

V. Volunteers
   A. Responsibilities
      1. Conviction that what you are doing is right
      2. Interest in helping a child
      3. Dependability
      4. Loyalty
      5. Willingness to learn and accept supervision
      6. Confidentiality -- staff, child, school records
      7. Absences -- procedures to follow
      8. Checking in and out -- time sheet
      9. Reading posted bulletins and newsletters
      10. Acceptance of school rules

B. Rights
   1. To be treated as a co-worker
   2. To have a job description, for duty to be performed
   3. Suitable assignment, with consideration for personal preference, experience, and education
   4. To know as much about the program and the school as possible
   5. To be trained for a specific task, when training is necessary
   6. Continuing training
   7. Sound guidance and direction
   8. Opportunity to be heard
   9. Recognition

VI. Additional related topics

A. Establishing relationship with the child

B. Understanding of the learning process

C. Understanding of the community in which the volunteer is involved, if other than her/his own

VII. Tour of plant

A. Classroom observation or demonstration

B. Facilities and regulations of the building

   1. Sign in and out location
   2. Traffic patterns, entrances, exits
   3. Fire drill routes and locations
   4. Lavatory locations (children and adults)
   5. Supply and book rooms
   6. Location of audio visual equipment
   7. Work rooms
   8. Eating facilities
   9. Parking facilities
   10. Teachers' lounge

what NSVP membership can bring you

- A monthly newsletter, THE SCHOOL VOLUNTEER, which is the *only* source of current information about what's happening in school volunteer programs across the nation;
- Assistance in starting or improving your school volunteer program;
- State and national conferences where you can share ideas, information and materials and hear national leaders in education and volunteerism;
- Discounts on publications produced by NSVP and others carried by our Clearinghouse;
- Access to NSVP's Information Bank, which provides technical information, ideas and success stories to help your program;
- A voice in national affairs to represent members' interests to government agencies, business, industry, unions, educational organizations and foundations;
- Multi-media materials to help sell your school volunteer program in your community;
- Training materials for volunteers and teachers who want to utilize volunteer services effectively;
- Information on how to involve older Americans, high school and college students in your program as well as parents;
- Techniques for gaining corporate support and funding for your program;
- Regional and state networks to help you communicate with other school volunteer programs.
- Help in urging legislation to encourage development of school volunteer programs.

NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.
300 North Washington Street, Alexandria, Virginia 22314 (703) 836-4880